

## Sample Student Growth Rubric

<p><b>Structure of the Goal</b></p> <p><i>The student growth goal:</i></p>	<p><b>Acceptable</b></p> <p><i>The student growth goal:</i></p>	<p><b>Needs Revision</b></p> <p><i>The student growth goal:</i></p>	<p><b>Insufficient</b></p> <p><i>The student growth goal:</i></p>
<p>Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Uses appropriate measures for base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p>	<p>Focuses on a standards-based enduring skill</p> <p>Identifies a specific area of need supported by data for current students</p> <p>Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students</p> <p>Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year-long/course-long interval of instruction</p>	<p>Focuses on a standards-based skill that does not match enduring skill criteria</p> <p>Identifies a specific area of need, but lacks supporting data for current students</p> <p>Includes both a growth target <b>and</b> a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Specifies less than a year-long/course-long interval of instruction</p>	<p>Is not standards-based</p> <p>Is not focused on a specific area of need</p> <p>Includes only a growth <b>or</b> a proficiency target</p> <p>Uses no baseline data <b>or</b> uses irrelevant data</p> <p>Fails to specify an interval of instruction</p>
<p><b>Rigor of the Goal</b></p> <p><i>The student growth goal:</i></p>	<p><b>Acceptable</b></p> <p><i>The student growth goal:</i></p>	<p><b>Needs Revision</b></p> <p><i>The student growth goal:</i></p>	<p><b>Insufficient</b></p> <p><i>The student growth goal:</i></p>
<p>Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed</p> <p>Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p> <p>Includes growth and proficiency targets that are challenging for students, but attainable with support</p>	<p>Is congruent and appropriate for grade level/content area standards</p> <p>Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p> <p>Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable</p>	<p>Is congruent to content, but not to grade level standards</p> <p>Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations</p>	<p>Is not congruent or appropriate for grade level/content area standards</p> <p>Identifies measures that do not assess the level of competency intended in the standards</p> <p>Includes targets that do not articulate expectations <b>AND/OR</b> targets are not achievable</p>
<p><b>Comparability of Data</b></p> <p><i>Data collected for the student growth goal:</i></p>	<p><b>Acceptable</b></p> <p><i>For similar classrooms, data collected for the student growth goal:</i></p>	<p><b>Needs Revision</b></p> <p><i>For similar classrooms, data collected for the student growth goal:</i></p>	<p><b>Insufficient</b></p> <p><i>For similar classrooms, data collected for the student growth goal:</i></p>
<p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p>Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	<p>n/a</p>	<p>Does not reflect common criteria used to determine progress</p>